

DakotAbilities Improvement Plan/Progress Report

Principle Three—Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Parents are notified on the prior notice of what evaluations will be done, and it is documented that they are given the opportunity to provide input into the evaluation process. However, there were evaluations listed on the prior notice that were not administered.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Evaluations listed on the prior notice will be completed by the agency.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All evaluations that are listed on the prior notice will be completed by the agency, specifically; behavioral and functional evaluations will be listed on the prior notice and completed.</p>				
<p>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>What will the district do to improve? Evaluations listed on the Prior Notice will be completed as required.</p> <p>What data will be given to SEP to verify this objective? The Executive Director will verify completed evaluations for student IEP held May 14, 2004.</p>	<p>5/14/2004</p>	<p>Program Coordinator, Executive Director</p>	<p>To be filled in by SEP</p>	<p>To be filled in by SEP</p>
<p>Please explain the data (6 month)</p>				
<p>Please explain the data (12 month)</p>				

Principle Four—Procedural Safeguards				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Content of notice- The notice must include the following:</p> <ol style="list-style-type: none"> 1. A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any other options the district considered and the reasons why those options were rejected; 2. A description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal; 3. A description of any other factors which are relevant to the district's proposal or refusal. <p>The prior notice has all the required content, however, the agency does not fill out each required section on it, specifically the three areas stated above. On the prior notices that the reviewer looked at, the areas listed above were left blank.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The agency will fill out the prior notice including proposal/refusals of actions, description of each evaluation procedure and any other factors relevant to the agency's proposal/refusals.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All sections of the prior notice will be correctly filled out.</p>				
<p>Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? Each section on the Prior Notice will be completed as required.</p> <p>2. What data will be given to the SEP to verify this objective? The required sections on the Prior Notice will be completed correctly for an IEP meeting held May 14, 2004. A copy of this Prior Notice will be sent to SEP.</p>	<p>5/14/2004</p>	<p>Program Coordinator, Executive Director</p>	<p>To be filled in by SEP</p>	<p>To be filled in by SEP</p>

6 month reporting date 11/04/04

Please explain the data (6 month)

Please explain the data (12 month)

Principle Five—Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Content of individualized education program- Each student's individualized education program shall include:

1. A statement of the student's present levels of educational performance, including:
 - a. How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students)

Present levels of performance need to be specified as to what the student's strengths, weaknesses, areas/skills to be addressed parent input and how the student's disability affects the student's involvement and progress in the general curriculum. Present levels of performance must be linked from the evaluations completed, and after being stated in the present levels of performance, are then used to write the goals and objectives. Transition must also be addressed as the students are above age 14. Examples of statements on the present level of performance included, "_____ has many strengths." Transition and areas to be addressed were not addressed. Parental input also needs to be included on this page.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The agency will include strengths, weaknesses, areas/skills to be addressed, parental input, how the disability affect the student's involvement and progress in the general curriculum and transition of the present level of performance page and address each one appropriately.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

Please complete a new sheet for each goal.)

Present levels of performance will be written with all components addressed.

Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

6 month reporting date 11/04/04

<p>1. What will the district do to improve? The agency will address levels of performance, transition, and parental input.</p> <p>2. What data will be given to SEP to verify this objective? A completed IEP will note the required information. The IEP narrative will contain statements with regard to education levels and how the student's ability affects involvement and progress in the 24 hour program. A copy of this IEP will be sent to SEP.</p>	11/04/2004	Program Coordinator, Executive Director	To be filled in by SEP	To be filled in by SEP
Please explain the data (6 month)				
Please explain the data (12 month)				